

6 month reporting date 11/19/04  
 12 month reporting date 5/19/05  
 Closed 5/19/05

## Parker School District Improvement Plan/Progress Report Form

### Principle: 3 – Appropriate Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:25:04.02. Determination of needed evaluation data.**

As part of an initial evaluation or reevaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, shall determine what evaluation data is needed to support eligibility and the child's special education needs.

In all student files reviewed, with the exception of speech/language and early childhood, the monitoring team found that students were given a Behavior Assessment for Children (BASC) and the Tree House Person. Interviews with special education teachers indicated the Cornbelt Cooperative has told them that behavior assessment must be completed on all students suspected of a disability in which a psychological evaluation is requested. Based on this information, the monitoring concluded the district does not consider the child's individual needs when making the determination of needed evaluation data.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation/reevaluation procedure and instruments meet the minimum requirement.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will determine on an individual basis what areas will be evaluated and evaluate/reevaluate only those areas necessary to support eligibility and the child's special education needs.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
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<p>1. What will the district do to improve?          All initial evaluations and reevaluations will include assessment in the suspected area of disability for each child. BASC and House Tree Person assessments will only be completed for students who exhibit behavior concerns.          What data will be given to SEP to verify this objective?          The District will review 100% of initial evaluations and reevaluations conducted during the 6 month reporting period and report:          1). The total number of files reviewed          2). The number of files in which the behavioral or personality evaluations/reevaluation were conducted as a result of specific behavior/personality concerns of the student.</p>	<p><b>April 1, 2005</b></p>	<p><b>Special Education Teachers and Director</b></p>	<p><b>Met 12/04</b></p>	
<p>Please explain the data (6 month) BASC's were completed on 6 / 17 evals per behavior concerns.</p>				
<p>2. What will the district do to improve?          The district will use state guidelines to develop evaluations to be completed for each student to ensure that the minimum testing requirements are met for each disability area.          What data will be given to SEP to verify this objective?          The district will review 100% of the files for initial evaluations and reevaluations during the 6 month period and report:          1). The total number of files reviewed and          2). The number of files in which the evaluation process included all the necessary evaluations to support the student's disability according to the state guidelines.</p>	<p>April 1, 2005</p>	<p>Special Education Teachers and Director</p>	<p><b>Met 12/04</b></p>	
<p>Please explain the data (6 month) 17 / 17 evals included all necessary evals to support student's disability.</p>				

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:25:04. Evaluation procedures.**

School districts shall ensure that evaluation procedures include a variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents. The evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Through file review, the monitoring team concluded the district does not consistently gather relevant functional and developmental information. In six files, a functional evaluation was either not administered and/or the functional information was not compiled into a report. The purpose of functional evaluation is to determine specific skills the student has and needs to acquire. This skill-based information must then be compiled into a report which is given to the parents and is brought forth into the present level of performance. This is used by the IEP team to develop skill-specific goals and objectives for the student

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation/reevaluation procedures and instruments meet the minimum requirement.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will: 1) gather functional and developmental information about the child in each area of suspected disability,  
 2) provide a copy of evaluation reports to the parent; and  
 3) use strengths and needs from the functional assessment to develop present levels of performance

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
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<p><b>1. What will the district do to improve?</b>          All initial evaluations and reevaluations will include a complete functional assessment to include an assessment of skill strengths and skill weaknesses</p> <p><b>What data will be given to SEP to verify this objective?</b>          The district will review 100% of the initial evaluations and reevaluations during the six month reporting period and report:</p> <ol style="list-style-type: none"> <li>1) The total number of files reviewed</li> <li>2) The number of files in which functional assessments were completed in all areas of suspected disability and</li> <li>3) The number of files in which the functional assessment report was given to the parent</li> </ol>	<p><b>April 1, 2005</b></p>	<p><b>Special Ed Teachers and Director</b></p>	<p><b>Met 12/04</b></p>	
<p>Please explain the data (6 month) In 17 / 17 files reviewed, functional assessments were completed and reports given to parents.</p>				
<p><b>2. What will the district do to improve?</b>          The district will utilize all functional assessment data to develop the strengths and needs on the present level of performance.</p> <p><b>What data will be given to SEP to verify this objective?</b>          The district will review 100% of the initial evaluations and reevaluations conducted during the six month reporting period and report:</p> <ol style="list-style-type: none"> <li>1) The number of files reviewed and</li> <li>2) The number of files in which the strengths and needs identified in the functional assessment correlate/link directly to the strengths and needs identified in the present level of performance.</li> </ol>	<p><b>April 1, 2005</b></p>	<p><b>Special Ed Teachers and Director</b></p>	<p><b>Met 12/04</b></p>	
<p>Please explain the data (6 month) 17 / 17 files reviewed included strengths and needs identified in functional assessment report linked directly to strengths and needs identified in PLOP.</p>				

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**Principle: 3 – Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:25:04. Evaluation procedures.**

School districts shall ensure that evaluation procedures include a variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents. The evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Through file review, there was no medical report supporting the category of other health impaired in two files for students identified as other health impaired. As part of the evaluation process the team needs a current medical report to support other health impaired or it needs to bring forward previous medical information as part of the evaluation and eligibility process.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation/reevaluation procedures and instruments meet the minimum requirement.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will evaluate in all areas of suspected disability, including medical information when necessary, to support the disability category according to state guidelines.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<b>1. What will the district do to improve?</b> In all existing and future files where there is an indication of "other health impaired" conditions the team will ensure that either a current medical report is included or an existing medical report is brought forward. <b>What data will be given to SEP to verify this objective?</b> The district will review all files in which "other health impaired" conditions exist and report the number of files reviewed and the number of files that contained the necessary medical information to support that category of the disability.	<b>April 1, 2005</b>	<b>IEP Teams, Special Ed Teachers and Director</b>	<b>Met 12/04</b>	

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Please explain the data (6 month) In 7 / 7 files in which "other health impaired" conditions exist, the necessary medical information to support this qualification existed.

### Principle: 3 – Appropriate Evaluation

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**24:05:25:04. Evaluation procedures.**

School districts shall ensure that evaluation procedures include a variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents. The evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Through file review, the monitoring team concluded transition was not consistently addressed as part of the evaluation process. Transition evaluations were conducted but not consistently compiled into a report which could be used to identify areas of strengths and needs and given to parents. In one of the six transition files reviewed, a transition evaluation was not conducted. In another file an evaluation was conducted but not compiled into a report or brought forth into the present levels of performance.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation/reevaluation procedures and instruments meet the minimum requirement.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will evaluate in all areas of transition for transition age students, gather the information into a report, give the report to the parent as part of the evaluation process and bring the transition strengths and needs into the present level of performance.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
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<p><b>1. What will the district do to improve?</b>          The district will:</p> <ol style="list-style-type: none"> <li>1) evaluate in each area of transition beginning at age 14</li> <li>2) gather the evaluation data into a report</li> <li>3) give the transition report to parents and</li> <li>4) bring the transition strengths and needs into the present level of performance.</li> </ol> <p><b>What data will be given to SEP to verify this objective?</b>          The district will review 100% of the transition initial evaluations and reevaluations and report the number of files reviewed and the number of files in which:</p> <ol style="list-style-type: none"> <li>1) the student was evaluated by age 14 and 16</li> <li>2) the evaluation information was put into a report</li> <li>3) the transition report was given to the parents and</li> <li>4) the transition strengths and needs identified in the report were brought forth into the present level of performance.</li> </ol>	<p><b>April 1, 2005</b></p>	<p><b>Special Ed Teachers and Director</b></p>	<p><b>Not Met Please report progress during the 12 month reporting period</b></p>	<p><b>Met 5/18/05</b></p>
<p>Please explain the data (6 month) In 5 / 5 initial or reevals where student was of transition age, 5 / 5 files included eval by appropriate age, 4 / 5 eval info was put into report, 4 / 5 report was given to parent, and 3 / 5 strengths and needs were brought forth into PLOP (one student did not qualify for services.)</p>				
<p>Please explain the data (12 month) In 6/6 initial or reevals where student was of transition age, 6/6 files included eval by appropriate age, 6/6 eval info was put into report, 6/6 report was given to parent, 6/6 strengths and needs were brought forth into PLOP</p>				

**Principle: Principle 3 – Appropriate Evaluation**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**Issues requiring immediate attention**

Applicable ARSD(s) 24:05:24.01:01. Students with disabilities defined. Students with disabilities are students evaluated in accordance with chapter 24:05:25 as having autism, deaf-blindness, deafness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, or visual impairments including blindness, which adversely affects educational performance, and who, because of those disabilities, need special education or special education and related services. If it is determined through an appropriate evaluation, under chapter 24:05:25, that a student has one of the disabilities identified in this chapter, but only needs a related service and not special education, the student is not a student with a disability under this article.

The IEP team needs to revisit the issue of eligibility for one student identified under the category of learning disability. Through proper evaluation the student was identified as having a learning disability only in the area of math. Through review of the student's file, the monitoring team found the student's program did not address the area of math either in the area of academic goals or in the area of transition goals. In the present levels of performance the team documented the student "does not have a math class this year. For this reason, his father wanted to discontinue his math goals." He has one goal which relates to completing and turning in assignments. The configuration of services shows the student is receiving 3 to 4.5 hours of resource room time in English and 4 hours per week on study skills in the resource room. None of these address the student's learning disability in the area of math. The team needs to convene and address the student's disability in the area of math.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**The district ensures that students eligible for special education receive services in the area of disability.**

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

**The district will revisit the eligibility of this student and if the team considers the student to be a student with a disability and in need of special education services, the team will develop an appropriate individualized education program for the student.**

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met



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<p><b>1. What will the district do to improve?</b>          For the student identified above, IEP team will be convened to discuss to reevaluate the student's eligibility and to discuss options regarding services needed.</p> <p><b>What data will be given to SEP to verify this objective?</b>          The district will submit to the SEP:</p> <ol style="list-style-type: none"> <li>1) The date the team met</li> <li>2) Under what category of disability is the student eligible (if eligible)</li> <li>3) The basis used to determine eligibility (if eligible)          (Ability Score. Achievement Scores and Regression to The Mean Score)</li> <li>4) What are the educational impacts of the disability (if eligible)</li> <li><b>5) Goals and Objectives developed by the IEP team (if eligible)</b></li> </ol>	<p><b>May 21, 2004</b></p>	<p><b>Special Ed Director and Teacher</b></p>	<p><b>Met 12/04</b></p>	
<p>Please explain the data (6 month) Information faxed to Peggy Mattke this fall.</p>				

**Principle: 4 – Procedural Safeguards**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**Out of compliance**

**24:05:30:04. Prior notice and parent consent.** Written notice which meets the requirements of § 24:05:30:05 must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.  
 Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services.

Through file review, the monitoring team concluded the district does not consistently evaluate all areas listed on the prior notice/permission to test. Evaluations were conducted when there was no parental consent obtained. In one file the prior notice did not identify achievement and ability as areas to be evaluated but those areas were evaluated. In a second file, personality was listed as an area to be evaluated but there was no evidence that the area of personality was evaluated.

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**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation/revaluation procedures and instruments meet minimum requirements.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will conduct all and only the evaluations which were agreed upon and documented on the prior notice/consent for evaluation.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p><b>1. What will the district do to improve?</b>            On all evaluations conducted, all areas listed on the prior notice/permission to test form will be completed. Furthermore, only those areas identified on the prior notice/permission to test form will be completed.</p> <p><b>What data will be given to SEP to verify this objective?</b>            The district will review all new evaluations and reevaluations and submit to the SEP:</p> <ol style="list-style-type: none"> <li>1) The number of files reviewed</li> <li>2) The number of files in which all areas of evaluations on the permission to test form were completed</li> <li>3) The number of files in which only those areas of evaluations identified on the permission to test form are completed.</li> </ol>	<b>April 1, 2005</b>	<b>Special Ed Teachers and Director</b>	<b>Met 12/04</b>	
Please explain the data (6 month) 17 / 17 files reviewed included all areas of eval on permission form were completed and only those areas listed were tested.				

**Principle: 5 – Individualized Education Program**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)  
**24:05:27:01.03. Content of individualized education program.** Each student's individualized education program shall include a statement of the student's present levels of educational performance, including, how the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students), and an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section.

Through file review, the monitoring team concluded the district does not consistently address all areas required in the present levels of performance. Parent input was not documented in the present level of performance in seven files. In five files, there was no statement as to how the student's disability impacts their progress in the general curriculum.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure the individualized education plan contains all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will: 1) Document parent input on the present level of performance.

2) Document how the student's disability impacts his/her progress in the general curriculum.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<b>1. What will the district do to improve?</b> Parent input will be included in all students' Individual Education Programs in the present levels of performance  <b>What data will be given to SEP to verify this objective?</b> The district will review 50% of the IEPs conducted during the six months period and document: 1) The number of files reviewed 2) The number of files in which parent input was documented on the present level of performance	<b>April 1, 2005</b>	<b>Special Ed Teachers and Director</b>	<b>Not Met</b> <b>Should have 100% of parental input either from writing, phone, or in person.</b>	<b>Met</b> <b>5/18/05</b>

Please explain the data (6 month) 18 / 21 files reviewed included parent input documented in PLOP.

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Please explain the data (12 month) ) 21/21 files reviewed included parent input in PLOP

**2. What will the district do to improve?**

Statements will be included in all students' Individual Education Program files showing how each student's disability impact their progress in the general education curriculum.

**What data will be given to SEP to verify this objective?**

The district will review 50% of the IEPs conducted during the six months period and document:

- 1) The number of files reviewed
- 2) The number of files which documented how the student's disability impacts their progress in the general education.

**April 1, 2005**

**Special Ed  
Teachers  
and Director**

**Met  
12/04**

Please explain the data (6 month) 21 / 21 filed reviewed included documentation of how student's disability impacts his or her progress in general ed setting.

**Principle: 5 – Individualized Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:27:01.03. Content of individualized education program.** Each student's individualized education program shall include a statement of the student's present levels of educational performance, including, how the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students), and an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section.

When the IEP team addresses placement through the IEP process, the team does not justify or describe why the services cannot be provided in each spectrum of the continuation of placement until the team accepts a placement in the continuum. This occurred in five files. Instead of justifying placement, the team described the configuration of services. For example, "Resource Room: This placement was accepted. Student will attend both math and study hall in the resource room. During math, student's goals will be worked on. During study hall, he will receive tutoring help, reinforcement of skills taught in the regular setting, help studying for tests and completing homework. Both classes will be held either 5x/2 weeks (90 minutes each) or 5x/week (50 minutes each)."

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure the individualized education plan contains all required content.

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**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will document on the least restrictive environment page of the individualized education program:

- 1) Why the individual education program team rejected the placements in which the team felt the student's educational needs could not be met.
- 2) Why the individual education team accepted the placement in which the team felt the student's educational needs could be met.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. <b>What will the district do to improve?</b>            The district will document in files the reasons that services cannot be provided in each spectrum of the continuation of placement the Individual Education Plan has and whether the team accepted or rejected the placement.</p> <p><b>What data will be given to SEP to verify this objective?</b>            The district will review 50% of the files for IEPs conducted during the 6 month period and document:</p> <ol style="list-style-type: none"> <li>1) The number of files reviewed and</li> <li>2) The number files in which the reject/accept format was used and</li> </ol> <p>the justification for why services could not be provided in each spectrum of the continuation of the placement.</p>	<b>April 1, 2005</b>	<b>IEP Team and Special Ed Teachers</b>	<b>Met 12/04</b>	
Please explain the data (6 month) 21 / 21 files reviewed included the reject / accept format used and justification included for why services could not be provided in each spectrum of the continuation of the placement.				

**Principle: 5 – Individualized Education Program**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:27:01.03. Content of individualized education program**

For each student beginning at age 14 or younger if determined appropriate by the placement committee, and updated annually, a statement of the transition service needs of the student under the applicable components of the student's individualized education program that focuses on the student's course of study such as participation in advanced-placement courses or a vocational education program and for each student beginning at age 16 or younger, if determined appropriate by the placement committee, a statement of the needed transition services, as defined in § 24:05:27:13.02, including, as applicable, interagency responsibilities or any needed linkages.

Through file review, the monitoring team concluded the district does not consistently use an outcome oriented process when addressing transition. Services that would promote movement into adulthood were not developed as a coordinated set of activities. The service plans contained general statements but were not specific and did not address services that the student needed to accomplish their desired post-school goals. In the six files reviewed, no service areas were identified as needing services. For example, post secondary education for a 19 year old stated, "student and his father have contacted an Air Force recruiter about joining, going through basic training, and becoming involved with the military police." But the team did not address what else needs to happen to finalize this transition area.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that transition plans for students are a coordinated set of activities reflecting student's strengths, needs and interests, to prepare them for post school activities.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Specific transition strengths and need will be documented on the present level of performance and will be addressed as life planning outcomes which are student driven on the transition pages of the individualized education program.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
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<p><b>1. What will the district do to improve?</b>          Life planning outcomes will be written as determined appropriate by the placement committee for each transition-age student</p> <p><b>What data will be given to SEP to verify this objective?</b>          The district will review 50% of the IEPs of those students of transition-age (age 14) conducted during the six month period and document:              1)The number of files reviewed and              2) The number of files in which appropriate life planning outcomes were documented</p>	<p><b>April 1, 2005</b></p>	<p><b>Placement Committee, Special Ed Teachers and Director</b></p>	<p><b>Not Met Please report progress during the 12 month reporting period</b></p>	<p><b>Met 5/18/05</b></p>
<p>Please explain the data (6 month) 8 / 9 files reviewed included appropriate life planning outcomes that were documented.</p>				
<p>Please explain the data (12 month) 2/6 files included appropriate life planning outcomes that were documented (in 4/6 evals, the students no longer qualified for services and therefore no IEP was written)</p>				
<p><b>2. What will the district do to improve?</b>          A coordinated set of activities will be developed and documented for transition-age students. These activities will utilize an outcome-oriented process that leads to the transition to adulthood.</p> <p><b>What data will be given to SEP to verify this objective?</b>          The district will review 50% of the IEPs of those students of transition-age (age 16) conducted during the six month period and document:              1)The number of files reviewed and              2) The number of files in which the coordinated set of activities promoted an                  outcome –oriented process that leads to transition to adulthood.</p>	<p><b>April 1, 2005</b></p>	<p><b>Special Ed Teachers and Director</b></p>	<p><b>Not Met Please report progress during the 12 month reporting period</b></p>	<p><b>Met 5/18/;05</b></p>
<p>Please explain the data (6 month) 8 / 9 files reviewed include a coordinated set of activities.</p>				

6 month reporting date 11/19/04  
12 month reporting date 5/19/05  
Closed 5/19/05

Please explain the data (12 month) ) 0/6 files included a coordinated set of activities (2 students were only 14 and 4 students no longer qualified)

**Principle: 5 – Individualized Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**Issues requiring immediate attention**

**24:05:17:03. Annual report of children served.** In its annual report of children served, the division shall indicate the number of children with disabilities receiving special education and related services on December 1 of that school year, the number of children with disabilities aged 3 to 5, inclusive, who are receiving a free appropriate public education, the number of children with disabilities aged 6 to 17, inclusive, and 18 to 21, inclusive; and the number of those children with disabilities aged 3 to 21, inclusive, for each year of age, starting with age 3 within each disability category. For the purpose of this section, a child's age is the child's actual age on the date of the child count, December 1. The division may not report a child under more than one disability category.

The monitoring team agrees with the area identified as out of compliance under individualized education program by the steering committee. The monitoring team could not locate an active IEP for the 2002 child count for one student.

**Issues requiring immediate attention**

**24:05:17:05. Children included in report.** The division may include children with disabilities in its report who are enrolled in a school or program which is operated or supported by a public agency and which either provides them with both special education and related services or provides them only with special education that meet state standards.

Through file review, the monitoring team identified two students who were on the December 2002 child count but had been home schooled by the parent since November, 2002. On November 25, 2002 the superintendent informed the parent through a letter that her children's attendance center is "home-school". He also assured the parent that their attendance at the Parker Elementary School remains available to them. The two students were dropped from the district enrollment at that time and should not have been placed on the 2002 child count.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the annual child count report submitted to the state is correct.



6 month reporting date 11/19/04  
 12 month reporting date 5/19/05  
 Closed 5/19/05

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will ensure all students identified on the child count are eligible for special education and have an active individualized education plan in place.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<b>1. What will the district do to improve?</b> Child count data will include only those students currently enrolled in the school district and who have an IEP in effect on Dec.1 annually.  <b>What data will be given to SEP to verify this objective?</b> The district will report the total number of students receiving service and total number of accurately reported.	<b>Dec. 15, 2004</b>	<b>Special Ed Director and Teachers</b>	<b>Not Met</b> <b>Please report progress during the 12 month reporting period</b>	<b>Met</b> <b>518/05</b>

Please explain the data (6 month) This information will be reviewed and submitted after the Dec 1<sup>st</sup> child count.

Please explain the data (12 month) Our Dec 1<sup>st</sup> child count included 68 students. Upon the audit completed in May, one elementary student was found to be on the child count in error. He has since been removed.